**Body Biography Group Project**

Students will work in small groups to produce a life-size visual representation of an assigned character from *The Crucible*. Students will then present this representation to the class and evaluate the work of other groups.

1. Each group will get a 6 foot piece of white paper and markers.
2. Groups will begin by tracing one group member’s body outline onto the sheet of paper. This will form a full-size blank figure on the paper which will be illustrated.
3. Groups should place the name of their assigned character at the top of the page.
4. The body biography must then be filled with illustrations, symbols, or pictures that represent the following:

* The body biography must review five main actions of the character in the play. Be creative and specific.
* Groups must select at least three quotes from the play that best illustrate the character and write them on the poster with quotation marks and page numbers.
* Groups must illustrate the character’s traits/feelings with illustrations or symbols.

Focus on illustrating these items by using colors, symbols, drawings, and artwork to represent your character. Do not try to draw what you think the actual character looks like; illustrate the character’s internal qualities and actions in the play.

**Do not draw regular clothing, hair, facial features, or other items on your character UNLESS they are significant in describing the actions, character traits, or feelings!**

**PLACEMENT** of artwork and text could indicate meaning. Examples: an area where the heart would be might be appropriate for illustrating what the character loved, the spinal column might be what the character’s “backbone” was, or the head might be the area to illustrate pictures of the characters fears or dreams.

Various **colors** have symbolic meaning, and your group should color or draw items to suggest symbolic messages.

**Each group will also hand in a one page explanation of their body bio – the explanation will include the meaning of each symbol and at least two examples from the play that support the trait.**

The groups will display their Body Biography and present it to the class. Their presentations should explain the choices they made and help the class understand the meaning of the symbols they have created.